

Fact Sheet:

Infant Toddler Early Intervention Program

	Early Intervention Works!
Why Early Intervention Matters	<p>What is Early Intervention?</p> <p>Early intervention provides services for infants and toddlers, birth to three, who have disabilities and/or developmental delays, and their families. Eligible infants and toddlers and their families in Washington State are entitled to individualized, quality early intervention services in accordance with the Individuals with Disabilities Education Act (IDEA), Part C and the Washington Infant Toddler Early Intervention Program (ITEIP) policies, procedures, and approved State Plan.</p>
When It Works Best	<p>Why does “Early” matter?</p> <p>Research on early development shows that “windows for learning begins at birth.” The clear link between early brain activity and brain development provides the building blocks for life-long learning and function – including entering school ready to learn and families learning of local resources for current and future needs. When there is a diagnosis of a disability or developmental concern at birth, or soon after, early intervention results in greater developmental gains for a child and less chance of developing problems.</p>
<p>The ABCs of Early Intervention</p> <p>“To us, early intervention services were lifelines for our child with special needs. These vital services allowed our little girl to learn to eat, communicate and walk. Now she plays with all the other children at her preschool. Early</p>	<p>A – Early intervention enhances a child’s development.</p> <p>After nearly 50 years of research, early intervention has demonstrated results in children needing fewer special education and other services later in life, and, in some cases, being indistinguishable from classmates without disabilities.</p>
	<p>B – Families benefit too!</p> <p>Early intervention helps reduce the additional stresses and frustrations families of infants and toddlers with disabilities experience, enhancing both the child and the family. Supported families need less out of home placement. Statistics demonstrate less abuse and neglect occurs for children receiving early intervention services.</p>

Infant Toddler Early Intervention Program

<p>intervention services were the good start she needed as she began her journey in life. Early intervention allowed our family to have real hope for our little one.”</p> <p><i>-King County Parent</i></p>	<p>C – It is cost effective.</p> <p>Data shows long-term cost savings from early intervention programs. The cost is less when intervention is earlier, preventing developmental problems that would have required special services later in life.</p> <p>In Washington, from October 2007 to September 2008, 27% of the children exiting early intervention programs were no longer eligible for special education services by their third birthday.</p>
	<ul style="list-style-type: none"> • <i>Wood, M.E. (1981)</i> calculated the cumulative costs to age 18 of special education services for a child beginning intervention at birth, age two, age six, and at age six with no eventual movement to regular education and found the total costs were less if begun at birth. Total cost of special services begun at birth was \$37,273 and total cost, if begun at age six, was between \$46,816 and \$53,340.
	<ul style="list-style-type: none"> • Studies in Tennessee and Colorado showed that for every dollar spent on treatment, \$4.00 to \$7.00 in savings were realized within 36 months from referral or special class placement and institutionalization of children with a severe behavior disorder. (Snider, Sullivan, and Manning, 1974; and McNulty, Smith, and Soper, 1983).
<p>About ITEIP</p>	<p>What is ITEIP?</p> <p>The Washington State ITEIP is a federally funded program that coordinates a statewide system, resources, and funding to provide early intervention services for children age birth to three and their families. ITEIP is located within the Division of Developmental Disabilities (DDD) in the Department of Social and Health Services (DSHS). ITEIP works in collaboration with other DSHS administrations and programs, the Office of Superintendent of Public Instruction (OSPI), the Department of Health (DOH), the Department of Early Learning (DEL), the Department of Services for the Blind (DSB), and the Office of the Insurance Commissioner to maintain a statewide system.</p>
<p>Working for Early Intervention in Washington State</p>	<p>Federal enhancement funds</p> <p>Through ITEIP, Part C funds are used to enhance early intervention services and resources. Each year, this program brings ~\$8 million federal dollars to enhance services. These funds depend on the state’s provision and maintenance of ongoing funding through the participating state agencies. If the state continues to provide maintenance of effort funding, the federal dollars can be applied for annually. Part C funding is “payor of last resort” and cannot be used to supplant federal, state or local funds. Thus the state/federal partnership is essential.</p>

Infant Toddler Early Intervention Program

<p>"Our child made good, fast progress." - <i>Spokane Parent</i></p>	<ul style="list-style-type: none"> Washington ITEIP, cumulatively, served 8,930 children from the period October 1, 2007 through September 30, 2008. Caseloads in Washington continue to grow. ITEIP is increasing at a 7 to 8% annual average based on service counts for the last five years.
	<ul style="list-style-type: none"> Not every child is found. There is an ongoing challenge to identify and serve every eligible infant and toddler so they are ready to enter school and ensure that no child is left behind.
<p>What are the Funding Sources?</p>	<p>Funding for ITEIP and intervention services is provided through a network of partnerships that result in the child and their families receiving an array of services based on needs. The child and family needs are determined through evaluation and assessments and defined in the Individualized Family Service Plan (IFSP).</p> <p>There are six major funding sources that cover the costs of implementing a child's IFSP:</p> <ul style="list-style-type: none"> School funding for Birth to Three; ITEIP Part C, Payor of Last Resort; Medicaid; DSHS/Division of Developmental Disabilities "Child Development Services" (contracted through counties); Department of Health; and Health care plans, private healthcare or insurance coverage.
<p>Impact on Children and Families if Washington Loses Federal Part C Funding</p>	<p>If IDEA, Part C funds are lost, Washington will not have a statewide ITEIP system, and early intervention services will not be available throughout Washington. Specifically:</p> <ul style="list-style-type: none"> Early intervention service funding would be reduced by approximately \$8 million or more a year available through IDEA, Part C. There would not be coordinated early intervention services statewide for children currently being served by IDEA, Part C. Many developmental concerns would not be addressed in the critical birth to three window, increasing overall costs for social and education services. Significantly more children would need special education services at age three and beyond. Families throughout Washington would no longer have access to community teams and resources to support their needs. State early intervention services standardized policies and procedures and family/child procedural safeguards would be eliminated.

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Is Early Intervention Cost Effective?	<p>The available data emphasize the long-term cost effectiveness of early intervention. The highly specialized, comprehensive services necessary to produce the desired developmental gains are often, on a short-term basis, more costly than traditional school-aged service delivery models. However, there are significant examples of long-term cost savings that result from such early intervention programs.</p>
What Is the Return on Investment?	<p>Data and research documents indicate comprehensive early intervention services make a lifelong difference for all participating families and their children. The skills obtained during these years are critical for future growth and development. Benefits and savings are ongoing.</p> <p>For example, young children with speech and language delays may quickly develop new skills with practice and coaching. Without intervention, developmental issues compound and create communication skill delays. Intervention also yields positive results in other areas of development as well, including social and emotional, cognitive, physical, vision, hearing, adaptive skills, and parenting supports and resources.</p> <p>Eliminating the need for special education reduces future costs. This number is based on savings of \$5,000 per year for every child not needing services by their third birthday, and not re-entering special education. For every 1,000 children who are not special education eligible by age three, the return on investment is \$5 million. This amount compounds each year that the children are not in special education.</p> <p>If the children who have exited ITEIP since 1997/1998 do not require special education over the course of 10 years, the return on investment exceeds \$125 million. This amount is then not needed from the state general fund for special education. A long-term study would assist the state in determining more details and costs relating to early intervention and special education. Currently, ITEIP and OSPI are pursuing methods for long-term tracking to determine if children served by ITEIP who were not eligible for preschool special education, reenter special education at an older age.</p> <p>There are additional returns on investments for health, Division of Developmental Disabilities, and social services which are not figured into these amounts. It is also important to note that there are different eligibility requirements for special education preschool at age three and for DDD by age four.</p>

For more information, visit the ITEIP Internet website at <http://www.dshs.wa.gov/iteip/>

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